NAME _Joe/Jacki/Shalini_ DATE _11/23/93_

~~Soo Hoo~~

LESSON ANALYSIS

a. What student learnings occurred? Early student assessment of previous experiences w/ Indians ensured lesson was relevant

b. How do you know? How was learning measured?
Write questions about Indians.
Asking students if they learned. (You may want to stick w/ this a little longer & ask for examples)
Student sketches while read-aloud.
Asking questions e.g. buffalo

c. What intelligences did you see being used? auditory, kinesthetic, Spatial

d. What instructional strategies were used? (e.g.direct lesson, generative, cooperative learning, concept development, other) Direct, interview primary source — excellent
Cooperative Learning — was getting into groups o 3 for last drawing activity difficult? why?

e. What effective classroom management strategies did you observe?
Waiting for quiet, signal, music for story had calming
                    twsfinger
effect, letting them doodle pictures while read-aloud,
lively, Animated story reading

f. Write one thing you learned from watching this lesson and how you will use this information. (on backside)
Questions to ask Indians — "who do you fight?", how do you survive w/o electricity? These questions revealed stereotypes. Interview dispelled notions
Personalized videotape is highly motivating — great interview, production had cultural affect.   questions
great communicating activity for boys &   e.g. how have Indians
   girls. They have had difficulty valume   been inaccurately
                                               portrayed

what do we know?

Good questions at end of lesson: partnership

e.g. – how did you feel? frustrated?

You may want to expand on this by helping students connect this partnership activity w/ concepts of diversity & ethnocentricity, + with the book.

Good voice inflection on Katomi' book.

NAME _Joy Okata_   DATE _Nov. 23, 1993_

LESSON ANALYSIS

a. What student learnings occurred?

Joe - Students learned more about Native Americans, were asked about ~~stereotypes~~ prior knowledge + learned about stereotypes and how they were not necessarily true.

Jackie - learned ~~that~~ each person perceived things differently.

Shalini - myths, respect

b. How do you know? How was learning measured?

Joe - Questions asked about the video, question written to Ray

Jackie - Asked students how they felt when doing exercise.   Whitecloud

Shalini - Questions about the story

c. What intelligences did you see being used?

Joe - Intrapersonal, ~~interpersonal~~, Verbal, Visual

Jackie - Interpersonal, Verbal, ~~musical~~ bodily/kinesthetic, Visual, musical

Shalini - Verbal, Visual, logical, interpersonal, ~~mathematical~~ bodily/kin

d. What instructional strategies were used? (e.g.direct lesson, generative, cooperative learning, concept development, other) ~~generative, cooperative, cognitive directed~~

Joe - teacher-directed, cognitive, constructive, interactive video

Jackie - Generative, cooperative, cognitive, social interaction

Shalini - cognitive, cooperative, social interaction, generative

e. What effective classroom management strategies did you observe?

Joe - Pencils down, papers over, good praise, thanked students

Jackie - Hands-up for silence, good praise, thanked students

Shalini - Checked to make sure everyone was with her, praise, thanked students, stayed calm!

f. Write one thing you learned from watching this lesson and how you will use this information. (on backside)

All teachers ~~assured~~ assured students they would be able to finish their work later. I liked that! It would be senseless to excite kids about a project, then cut them off abrubtly never to resume again! Great job, guys!!!

NAME _Marina Ligons_ DATE _11/23/93_

LESSON ANALYSIS

a. What student learnings occurred?

Students watched video about the Indian culture — Students answered questions.
Students interacted w/ eachother by giving clues about the drawing.
Students paid attention to the book

b. How do you know? How was learning measured?

Students were asked questions and they answered them.
Students felt uncomfortable not knowing what they were drawing — that was the purpose.
Students finished story by drawing → (story board)

c. What intelligences did you see being used?

visual, verbal/linguistic, kinesthetic

class look!

d. What instructional strategies were used? (e.g.direct lesson, generative, cooperative learning, concept development, other)

direct lesson, generative, cooperative learning

e. What effective classroom management strategies did you observe?

Jo waited until the class was ready to begin
Students paid attention to Jackie — good control.
Shalini stated the outcome of her lesson at the beginning! (✓)

f. Write one thing you learned from watching this lesson and how you will use this information. (on backside)

The purpose of each lesson should be stated to the students in the beginning. Also the delivery of reading of stories is important.

Lessons should be personalized!

NAME Scott Hodges   DATE 11/23

LESSON ANALYSIS

a. What student learnings occurred?

1. Joe : Learned first-hand knowledge about an Indian
2. Jacki : experiential - perceptions
3. Shalini : learned about myths, morals, Indian values

b. How do you know? How was learning measured?

1. Questions, clarification
2. Explained the purpose of the activity afterwards; had students write down their reactions
3. Gathered previous knowledge from students, asked questions after the story

c. What intelligences did you see being used?

1. visual, media
2. auditory
3. auditory, art

d. What instructional strategies were used? (e.g. direct lesson, generative, cooperative learning, concept development, other)

1. direct lesson
2. partners
3. cooperative groups

e. What effective classroom management strategies did you observe?

1. explained what was going to happen before they did it.
2. modeled the activity first, used the 2 finger sign
3. monitoring the groups

f. Write one thing you learned from watching this lesson and how you will use this information. (on backside)

1. Bring speakers into the classroom through video
2. Play music while reading a story.
3. Small groups work to a big group

NAME _Christopher Lamb_   DATE _11/23/93_

LESSON ANALYSIS

a. What student learnings occurred?
Processing what information was presented in the video.
Demonstrating how difficult it is for someone to understand exactly what you're trying to explain.
Reverence of the sacred buffalo skull. Exposure to different cultures storytelling & myths.

b. How do you know? How was learning measured?
Questioning, then written response on worksheets.

Coop groups illustrate story and sequence book into appropriate format.

c. What intelligences did you see being used?
Visual/~~spatial~~ auditory
interpersonal skills

d. What instructional strategies were used? (e.g.direct lesson, generative, cooperative learning, concept development, other) Audio-visual presentation, cooperative learning

e. What effective classroom management strategies did you observe? Waiting for the students to quiet down before starting lesson.

f. Write one thing you learned from watching this lesson and how you will use this information. (on backside)
Students are captivated by the use of the television and keep an interest in whats showing longer than a direct lesson.

NAME _Allison Aleshire_ DATE _11-23-93_

LESSON ANALYSIS

a. What student learnings occurred?

Interaction by video with a _real_ Indian — a rare experience.

b. How do you know? How was learning measured?

- they were quiet & attentive
- they could put a story in chron. order

c. What intelligences did you see being used?

visual, spatial   musical

listening   literary

d. What instructional strategies were used? (e.g.direct lesson, generative, cooperative learning, concept development, other)

Cooperative learning

e. What effective classroom management strategies did you observe?

- waiting for students to focus

- asking for their tolerance.

f. Write one thing you learned from watching this lesson and how you will use this information. (on backside)

great game — I will use it! What's it called?

I liked the beautiful music combined w/ a read-aloud.

NAME Rebecca Cash   DATE 11/23/93

Shalini
Jackie
Joe

LESSON ANALYSIS

a. What student learnings occurred?

Joe { A deeper awareness of what Indians were really like. The difference between a medicine man and a spirit man.

b. How do you know? How was learning measured?

There was a short question and answer period at the end of the video. They were inspired by the story to do artwork about it. Shalini drew on their prior knowledge about the plains Indians and buffalo.

c. What intelligences did you see being used?

Listening, drawing, kinesthetic, interpersonal, verbal linguistic.

d. What instructional strategies were used? (e.g.direct lesson, generative, cooperative learning, concept development, other) Cooperative learning, reading, the emotional aspect of listening to music; Shalini was a very entertaining storyteller.

e. What effective classroom management strategies did you observe? Students were actively engaged in the activities and instructions as to what they were to do were clear.

f. Write one thing you learned from watching this lesson and how you will use this information. (on backside)

I learned about Indian folklore from the video.
I learned of another wonderful piece of literature about Indians. The Woman who Fell from the Sky.

NAME _Tonya Cheney_ DATE _11·23·93_

LESSON ANALYSIS

a. What student learnings occurred?
Students learned about the indian culture. (video)

b. How do you know? How was learning measured?
The students gave feedback through writing letters, drawing + sharing, + through discussion.

c. What intelligences did you see being used?
Interpersonal, verbal linguistic, visual spatial, musical, intrapersonal

d. What instructional strategies were used? (e.g. direct lesson, generative, cooperative learning, concept development, other) Cooperative learning (w/ the game) Generative (w/ the drawing + the writing to Ray Whitecloud)

e. What effective classroom management strategies did you observe? Raising hand to quiet down class. Getting the instructions out before supplies.

f. Write one thing you learned from watching this lesson and how you will use this information. (on backside)
How easy it is to incorporate music into any lesson. Never underestimate the students.

NAME *Brenda Brown* DATE *11/23/93*

LESSON ANALYSIS

a. What student learnings occurred?
— awareness of modern Native Amer. culture from video

b. How do you know? How was learning measured?
• Written response helps to see how much thinking was going on during video.

c. What intelligences did you see being used?
— ability to recall events from video (memory + listening)

d. What instructional strategies were used? (e.g.direct lesson, generative, cooperative learning, concept development, other) drawing on students prior knowledge
*excellent use of primary source.
→ story/picture sequencing = maybe use markers - with more time — to match events easier for audience to see

e. What effective classroom management strategies did you observe? Having the class identified on the video was very powerful. The kids just "lifted" when Joe's voice acknowledged them.

f. Write one thing you learned from watching this lesson and how you will use this information. (on backside)

NAME ___Loreen Koshi_____ DATE ___11/23/93___

LESSON ANALYSIS

a. What student learnings occurred? Learning about indians
prior knowledge of indians, stereotypes assoc. w/ indians
"walking in someone else's shoes"
Storytelling, sequencing

b. How do you know? How was learning measured?
classroom questioning
game - giving directions to solve
Sharing

c. What intelligences did you see being used?
Visual, auditory, linguistic,
spacial, musical, interpersonal
Kinesthetic

**d. What instructional strategies were used? (e.g.direct
lesson, generative, cooperative learning, concept development,
other)** direct development
cooperative learning, through processing
generative

**e. What effective classroom management strategies did you
observe?**
- quiet signal
- giving directions first then passing out
materials

**f. Write one thing you learned from watching this lesson and
how you will use this information. (on backside)**
authenticity - actual native american
literature

NAME _Jerry Higdon_ DATE _____

LESSON ANALYSIS

a. What student learnings occurred?

Processing of new information with old

b. How do you know? How was learning measured?

Structured questions, open questions, pictures, short essay

c. What intelligences did you see being used?

visual
spatial
auditory
musical

d. What instructional strategies were used? (e.g.direct lesson, generative, cooperative learning, concept development, other) Cooperative Learning

e. What effective classroom management strategies did you observe? eye contact, waited, proximity to students, movement about the classroom

f. Write one thing you learned from watching this lesson and how you will use this information. (on backside)

1. Well organized
2. Well presented and positive
3. Tailored for multiple intelligences